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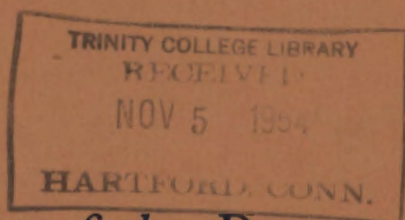
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TRINITY COLLEGE BULLETIN



Report of the Dean
for the Academic Year 1953-54

HARTFORD, CONNECTICUT • OCTOBER, 1954

To The President of Trinity College:

Sir:

In accordance with custom, I have the honor to present herewith the following report regarding the academic year 1953-54 at Trinity College.

In succumbing to the temptation to generalize briefly about the year just ended, I remain mindful that life in our collegiate microcosm is apt to epitomize accurately the current American scene. One does not need to fall down a rabbit-hole to reach the world of the college student. Certain adolescent exaggerations may disguise the resemblance occasionally, but at bottom the phenomena of campus life reflect the mores and the tastes of contemporary America. Recently I attended a meeting at which there was developed much trenchant and well-informed criticism of the failure of educators to insist with continuing firmness on a reduction of drinking in college, an improvement in the area of inter-collegiate athletics, a return to religiousness and elevated moral standards in our youth, an imperviousness on campuses to the penetration of socialistic theories; and thus all the cardinal sins ascribed to higher education were enumerated one by one. For myself, I shall acknowledge my share of the blame as an American, or perhaps as an educator and an American, but not solely as an educator. Accepting, as I do, the assumption that a regeneration of moral strength in America is long overdue, I maintain as obvious that little good will be accomplished by our schools without a veritable crusade of cooperation from the church, the home, and indeed from every individual American. Who is going to build the necessary fire to make us start up from our seats, and what is he going to use for fuel?

By and large, I should say that the students at Trinity in 1953-54 were finding it just as difficult as I did to grasp the real significance of the truce in Korea. Vain hopes for the future were fostered, and not a few of the attitudes that have characterized student bodies for several years were allowed to lapse into a state of what Grover Cleveland used to call "innocuous desuetude." I do not mean that all good came from awareness of the cold war and all bad from obliviousness to it. There was much more good in evidence than bad, in any case, and many of my colleagues have told me that they achieved more with their classes in 1953-54 than in any year since World War II. As a matter of fact, there was an improvement in the average grade of our student body last year. At the same time, college life in all its phases seemed unable to dissociate itself from a certain breathlessness and a vague disquiet which prevented even young people from obtaining full satisfaction from academic and other pursuits. More than usual, "brilliant but erratic" performances seemed to abound. Having had the privilege of joining more than one "bull-session" last year, however, I am convinced that there is nothing unwholesome or cynical developing in the college youth of 1954. I confess that I am by no means sure that my own generation at the age of twenty would have faced the present's problems with an equal degree of common sense.

ENROLLMENT

The student population at Trinity College reached the figure of 900 in 1948 and has since remained relatively stable slightly above that number. Indeed, the normal hazards of academic life and of life in general lead us to suppose that we should begin the year with 925 students if we are to have an average population of 900 during the months from September to June. In any case, experience is showing us more and more clearly with each passing year that 900 represents our optimum size and, on the whole, the College seems to function effectively and smoothly under present conditions, despite vividly conspicuous deficiencies in the way of auditoriums and dining facilities. There are actually very few internal problems caused by our size and, to the best of my knowledge, even fewer if one looks beyond the campus; for instance, the Director of Athletics informs me that he encounters no serious difficulties in scheduling intercollegiate contests with colleges which have approximately the same male population as Trinity. Most of our traditional opponents have grown in size along with us. As one who has had occasion for several years to give much thought to the ideal size for Trinity College, weighing the many physical, educational, and financial factors which are involved, I venture to reiterate my considered opinion that we should remain a college of 900 students.

The record of September enrollments of undergraduates in the last five years is as follows:

1949-50	1950-51	1951-52	1952-53	1953-54
919	887	924	925	915

Our enrollment for last year included 203 Seniors; 250 Juniors; 226 Sophomores; and 236 Freshmen. Furthermore, there were 225 candidates for the Master's degree registered at Trinity College in 1953-54, almost all of them on a part-time basis, and 32 other students in the extension courses.

The geographical distribution of the undergraduate students of the college last year is shown in the following:

California.....	1	Ohio.....	15
Connecticut.....	366	Pennsylvania.....	78
Delaware.....	5	Rhode Island.....	9
District of Columbia.....	9	South Dakota.....	1
Florida.....	2	Vermont.....	1
Illinois.....	52	Virginia.....	2
Indiana.....	1	Washington.....	1
Iowa.....	1	Wisconsin.....	6
Maine.....	3	Canal Zone.....	2
Maryland.....	11	Hawaii.....	2
Massachusetts.....	59	Puerto Rico.....	1
Michigan.....	12	Argentina.....	1
Minnesota.....	14	Bahama Islands.....	1
New Hampshire.....	5	Canada.....	2
New Jersey.....	83	Mexico.....	1
New York.....	165	Panama.....	1
		Philippine Islands.....	2
		Total.....	915

When the college opened for the academic year in September, 1953, there were 54 upperclassmen missing in the sense that they had been registered as members of the college body when the sessions ended in June. Subsequently, it was ascertained that they failed to register for 1953-54 as a result of the following: requirements for graduation completed in Summer School at Trinity or elsewhere, 21; dropped for scholastic deficiencies in June, 11; transfer to R. P. I., 6; transfer elsewhere, 6; financial reasons, 3; health, 3; miscellaneous, 4.

Although the average grade of the student body did not drop during the year, there was a noticeable increase in cases of withdrawals resulting from academic failure. This, in turn, contributed to the relatively large number of 65 students who left college in the course of the year, 36 in the Christmas Term and 29 in the Trinity Term. About one half of them are already eligible or will become eligible to apply for readmission, and many will return eventually to the campus. The 65 withdrawals were for the following reasons: academic failure, 38; suspension by Administration Committee, 7; health, 5; financial, 3; military service, 2; personal, 9; transfer, 1.

The Class of 1954 arrived on our campus in September, 1950 with 227 members. Four years later, at our commencement last June, 208 Bachelor's degrees were granted as the Class of 1954 was graduated. Upon comparing the original class-list with the commencement program, however, one learns that 57 men who received degrees did not enter college with the Class of 1954. To put it another way, only 151 of the original membership of 227, or 66.5 per cent, were graduated at the end of the usual four years of college. One man out of every three who sat together in the Chemistry Auditorium during Freshman Week in 1950 was not sitting in cap and gown with his classmates in June of 1954. This state of affairs, however, is not really as disturbing as it might appear at first glance. A partial explanation is to be found in reviewing the figures in the preceding paragraphs about "academic mortality" last year. One must remember that military service and, in general, the turmoil and the hazards of the period between 1950 and 1954 did much to interrupt the careers of young men of college age. Of the 76 men not accounted for on the commencement program, 38 are still candidates for a degree at Trinity College and, in many cases, the delay has not been due to academic failure; 9 men were graduated with the Class of 1953; 3 received degrees at other colleges; and half a dozen or more of those who left Trinity within the past year or two will in all probability return eventually to complete their work here. With regard to the 57 graduates who were not originally in the Class of 1954, 16 started with the Class of 1955 and completed our requirements in three calendar years by carrying extra courses and by attending the Summer School; 14 had entered Trinity in the Class of 1953; 18 had been members of even earlier classes; and 9 were men who were transferred from other colleges into our Class of 1954 during its first and second years at Trinity. It may be that all these figures should be the cause of some concern in our Alumni Office, for it is obvious that the group which received degrees in June was somewhat heterogeneous. However, I understand that we give to our graduates a choice with respect

to the class in which they will be listed for social purposes.

REGISTRATION IN COURSES

The most obvious shift in the major academic interests of Trinity students in recent years has been from the natural sciences to the humanities. Five years ago, three of our upperclassmen were candidates for the Arts degree for every two candidates for the Bachelor of Science. By last year the proportion had become three to one. A further and considerable change is a consequence of the elimination of our once popular majors in General Arts and General Science. It appears that the bulge has shifted to Economics, English, and History.

In the following, the situation in 1953-54 is compared with that of 1948-49:

Classification of Students by Major Subjects

<i>B. A. Curricula</i>			<i>B. S. Curricula</i>		
	1948-49	1953-54		1948-49	1953-54
Classics.....	5	7	Biology.....	0	1
Economics.....	120	170	Chemistry.....	29	19
Education.....	4	12	Education.....	3	0
English.....	40	107	Engineering.....	79	32
Fine Arts.....	4	11	General Science.....	59	—
General Arts.....	114	—	Geology.....	7	8
German.....	0	3	Interdepartmental.....	—	9
Government.....	8	18	Mathematics.....	15	19
History.....	69	119	Physics.....	14	12
Interdepartmental.....	—	15	Pre-Medical.....	61	65
Music.....	5	4	Psychology.....	0	4
Philosophy.....	10	13			
Psychology.....	1	17			
Romance Languages....	1	14			
			1948-49	1953-54	
Total in B. A. Curricula			388	510	
Total in B. S. Curricula			267	169	
Freshmen			230	236	
Total			885	915	

A more reliable summary of the proportionate loads carried by the various academic departments last year is gained by considering the number of students registered in each field and the number of hours of instruction provided for them. In order to present a synopsis, percentages are used in the following table which again provides a comparison with the academic year 1948-49. As one might expect from the calendar years in question, the growth of the Air Science courses of the R.O.T.C. is the most conspicuous change along with the drop in Engineering. The Engineering Department is just beginning to recoup the losses which affected it and other Engineering schools during the period before the war in Korea. The drop in registrations in Engineering is particularly large inasmuch as students who are majoring in other fields have no occasion to enroll in Engineering courses. There has been also a sharp decrease in the registration in French.

REGISTRATION IN DEPARTMENTS BY PERCENTAGES

<i>Subject</i>	1948-49	1953-54
Air Science	2.1	7.1
Astronomy	0.4	--
Biology	3.6	2.7
Chemistry	6.0	4.7
Classics	3.5	3.1
<i>Classical Civilization</i>	2.5	1.1
<i>Greek</i>	0.4	0.8
<i>Latin</i>	0.6	1.2
Economics	8.5	8.7
Education and Psychology	5.4	4.6
<i>Education</i>	1.6	1.0
<i>Psychology</i>	3.8	3.6
Engineering	4.8	2.1
English	12.9	13.1
Fine Arts	4.2	4.2
Geology	3.4	2.6
German	1.7	3.2
Government	1.7	1.7
History	10.9	12.5
Linguistics	0.9	0.6
Mathematics	6.5	7.1
Music	0.8	2.4
Philosophy	5.6	4.7
Physics	5.7	5.4
Reading Course	0.4	0.6
Religion	0.3	0.9
Romance Languages	10.7	8.0
<i>French</i>	7.8	4.6
<i>Italian</i>	0.2	0.3
<i>Spanish</i>	2.7	3.1
	<u>100.0</u>	<u>100.0</u>

While it is easy to explain some of the larger shifts in registration, it is nevertheless disconcerting for a dean to observe the almost inexplicable fluctuations of one per cent or thereabouts that are sure to occur from year to year in one department or another. Several unpredictable factors are involved, I suppose, such as the vagaries of fashion in student circles, the popularity of certain instructors, campus legend regarding the relative difficulty of subjects, the cost of textbooks, the time of day or the day of the week when the courses meet, and so on. With a college of 900 students, however, a change of one per cent means almost 300 student semester-hours or close to 100 students. That means, in turn, at the very least a teaching load for one instructor. Although the total number of instructors may be correct in any given year for the College as a whole, we are likely to have situations in which one department will have too large a staff while another is undermanned. Preliminary registrations in the spring are hopelessly unreliable regarding what one is to expect in the fall. Furthermore, very few institutions, and I do not believe that Trinity is one of them, can afford to employ and retain in every department an extra supply of teachers as a reserve for emergencies. A solution, and one which I do not advocate, is to cut down materially the number of elective subjects in the curriculum and to deprive

the student of his freedom to choose courses which happen to be of interest to him. If all the students are taking the same courses, the instructors can be interchanged more readily. In the process of reflecting on some of the more highly publicized developments in higher education during the last decade, a skeptic would be justified in expressing surprise that the ideals of certain educational philosophies have coincided so neatly with increased efficiency in administration, and he would be justified in wondering what was cause and what was effect.

It is customary to include in my report a record of the registrations in the courses offered by the College in the preceding year, as follows:

REGISTRATION IN COURSES, 1953-54

<i>Course</i>	<i>Summer School*</i>		<i>Christmas Term</i>	<i>Trinity Term</i>
	<i>1st 5 weeks</i>	<i>2nd 5 weeks</i>		
Air Science 101-102			86	79
Air Science 201, 202			118	111
Air Science 301, 302			56	52
Air Science 401, 402			97	(338) 96 (357)
Biology 101-102			44	42
Biology 201-202			35	30
Biology 301-302			18	21
Biology 304				5
Biology 401-402			9	10
Biology 403			5	(111) (108)
Chemistry 101-102			29	24
Chemistry 103-104			51	43
Chemistry 105-106			20	20
Chemistry 201			25	
Chemistry 209, 210			12	7
Chemistry 303			12	19
Chemistry 304				7
Chemistry 305-306	2	1	33	33
Chemistry 403			6	
Chemistry 407-408			5	5
Chemistry 412				(193) 7 (165)
Classical Civilization 201-202			21	21
Classical Civilization 203, 204			55	(73) 16 (37)
Economics 201-202	6	5	140	145
Economics 203-204			77	66
Economics 301-302	3		29	27
Economics 303, 304			27	23
Economics 306				34
Economics 308				59
Economics 309			67	
Economics 311			11	
Economics 315-316			11	
Economics 320		5		
Economics 401-402			65	(427) 64 (418)

Course	Summer School*		Christmas Term	Trinity Term
	1st 5 weeks	2nd 5 weeks		
Education 371				18
Education 373, 374	1		12	9
Education 471-472			4†	6†
Education 473			7	
Education 475			13	
Education 478	2			10
Education 480		4		(36) (43)
Engineering 131, 132			48	29
Engineering 227-228			32	29
Engineering 235-236			5	6
Engineering 331-332			15	15
Engineering 334				7
Engineering 335			8	
Engineering 431-432			12	11
Engineering 433-434			2 (122)	3 (100)
English 101-102			245	236
English 201, 202			31	32
English 203, 204			12	13
English 211-212			10	11
English 221, 222			19	35
English 231, 232			24	21
English 241-242	6	6	119	115
English 243-244			36	35
English 245-246			31	30
English 345		6		
English 353, 354			9	7
English 357	1			
English 361, 362			8	7
English 364		1		
English 373, 374			16	32
English 381-382			22	21
English 383	2			
English 385	2			
English 483		3		
English 401, 402			12	18
English 491, 492	2	1	28 (622)	34 (647)
Fine Arts 101, 102	3	1	126	119
Fine Arts 201-202	5	4	32	28
Fine Arts 207, 208			16	16
Fine Arts 209, 210			14	17
Fine Arts 211-212			9	11
Fine Arts 301-302			7 (204)	10 (201)
French 101-102			56	49
French 111-112	3	3	65	62
French 211, 212			42	42
French 213, 214			10	10
French 301, 302			15	13
French 401, 402			4 (192)	2 (178)
Geology 101-102			51	52
Geology 103-104			30	29
Geology 203, 204			6	12
Geology 205, 206			7	5

<i>Course</i>	<i>Summer School*</i>		<i>Christmas Term</i>	<i>Trinity Term</i>
	<i>1st 5 weeks</i>	<i>2nd 5 weeks</i>		
Geology 207-208			5	5
Geology 209				7
Geology 210				15
Geology 211			2 (101)	(125)
German 101-102	2	3	57	47
German 111-112			45	41
German 211-212			13	13
German 311, 312			3	5
German 331, 332			10 (128)	9 (115)
Government 201			46	
Government 204	3			25
Government 301			7	
Government 303				10
Government 305				15
Government 308		3		
Government 314		1	20	
Government 316	2			
Government 401, 402			11	14
Government 403, 404			6 (90)	6 (70)
Greek 101-102			18†	
Greek 112				13
Greek 201, 202			5	4
Greek 401-402			7 (30)	7 (24)
History 101-102			227	226
History 201-202			96	86
History 203, 204			93	101
History 205-206			13	15
History 207, 208			52	79
History 307			25	
History 309-310			27	26
History 311, 312			9	23
History 313-314		4†		
History 315, 316			22	19
History 321			14	
History 324	2			
History 331, 332			9	21
History 336	2			
History 401, 402			25 (612)	17 (613)
Italian 101-102			3	2
Italian 111-112			5	5
Italian 401, 402			2 (10)	2 (9)
Latin 101-102			7	6
Latin 111, 112			17	16
Latin 121-122			20	17
Latin 201-202			5 (49)	5 (44)
Linguistics 101			31	27
Mathematics 97			57	
Mathematics 101	7		216	97
Mathematics 102		5		146
Mathematics 201, 202			43	35
Mathematics 203			18	

<i>Course</i>	<i>Summer School*</i>		<i>Christmas Term</i>	<i>Trinity Term</i>
	<i>1st 5 weeks</i>	<i>2nd 5 weeks</i>		
Mathematics 301, 302			27	14
Mathematics 304				12
Mathematics 306		1		
Mathematics 308				8
Mathematics 401			5	
Mathematics 404			(381)	3 (315)
Music 101			35	55
Music 103-104			33	29
Music 105-106			20	19
Music 107-108			9	10
Music 109, 110			5	23
Music Tutorial			1	(103) 2 (138)
Philosophy 201		4	24	22
Philosophy 204	5		50	57
Philosophy 205, 206			45	47
Philosophy 207, 208	6		29	35
Philosophy 301, 302			13	8
Philosophy 303			5	
Philosophy 311, 312			15	25
Philosophy 307, 308			3	14
Philosophy 315, 316			13	14
Philosophy 402				12
Philosophy 411, 412			9	(206) 7 (241)
Physics 101, 102			97	85
Physics 121, 122	2	1	66	53
Physics 221-222			36	32
Physics 301, 302			9	7
Physics 307, 308			9	7
Physics 309, 310			4	(221) 7 (191)
Psychology 141	4		83	68
Psychology 252	1			41
Psychology 254		1		22
Psychology 255			13	
Psychology 341-342			15	14
Psychology 351			15	
Psychology 354				13
Psychology 361		4		
Psychology 365, 366			12	9
Psychology 369, 370			11	21
Psychology 441, 442			6	(155) 6 (194)
Reading Course			22	36
Religion 101-102			24	23
Religion 201, 202			12	15
Religion 303, 304			3	(39) 14 (52)
Spanish 101-102			43	39
Spanish 111-112			50	47
Spanish 211, 212			29	26
Spanish 301, 302			6	6
Spanish 401, 402			2	(130) 2 (120)

*Trinity students only

†Double course

Naturally, the larger courses were divided into sections. In all, there were 261 sections in the Christmas Term, with a total registration of 4633 students, or an average of 17.8 students in each class. In the Trinity Term, 260 sections were offered, the registration was 4613, and the average size of each class amounted to 17.7.

GRADES AND ACADEMIC RECORDS

Long ago I came to the conclusion that our system of grading can hardly be classified as an exact science. In fact, I doubt that it is exact in any sense of the word. Under the circumstances, I refrain from drawing conclusions about last year's increase of one tenth of one per cent in the average grade. My only comment is to express surprise that we did not experience a shift at least ten times as great, for fluctuations of that sort are more or less normal. During the past five years the average grades of the undergraduate student body have been:

	1949-50	1950-51	1951-52	1952-53	1953-54
Grades in per cent	77.4	76.6	75.2	75.8	75.9

Perhaps it may be of interest to note that the average grade for the last twenty-five years is 75.0.

For the sake of the record, I add two further tables which summarize conveniently the grades of our student body. Of course, they confirm the obvious inference that the level of scholastic achievement during the last two years has remained surprisingly stable.

DISTRIBUTION OF GRADES PAST FIVE YEARS

TOTAL GRADES (Actual Numbers)

<i>June</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>Total</i>
1950	556	1506	1470	618	125	4275
1951	434	1507	1466	696	152	4255
1952	431	1337	1517	811	183	4279
1953	517	1392	1529	767	188	4393
1954	528	1452	1563	726	173	4442
Total	2466	7194	7545	3618	821	21644

PERCENTAGE OF A's, B's, C's, D's, F's

<i>June</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>Total</i>
1950	13.0	35.2	34.4	14.5	2.9	100.0
1951	10.2	35.4	34.4	16.4	3.6	100.0
1952	10.1	31.2	35.5	19.0	4.2	100.0
1953	11.7	31.7	34.8	17.5	4.3	100.0
1954	11.9	32.7	35.2	16.3	3.9	100.0
All five years	11.4	33.2	34.9	16.7	3.8	100.0

One oddity in our grading practices gives me some concern. Regularly, the average of all our grades in the 70's will amount to less than 75. The same thing is true of B's and D's and particularly with regard to A's. The average of all of our A's last year was 91.7. I suppose the members of our faculty are inclined to think of 100 as representing the perfection to be expected from a demigod. There exists also an impression that the giving of a

grade of 97 or more is indicative of laxity in the standards of the teacher who turns in such a mark. Occasionally some non-conformist will record a grade of 100 but, in actual fact, we have rather few instances of grades higher than 95.

It seems to me that we are unintentionally inflicting a penalty on our better students and possibly on all of our students so far as they have occasion to compete with students from other colleges. Almost 3 out of every 4 institutions of higher learning use letters in marking, sometimes with "plus" or "minus." I have no wish to change our own system, but I am considering the case of the young man who enters Trinity as a transfer student after having spent two years, say, at College X. He is a good student, let us assume, and in his Senior year he is a candidate for prizes, fellowships, honor societies, and the like. The A's in his record will count as 95's, whereas they would have been 91's if he had received them at Trinity. Similarly, our better students who apply for admission to professional and graduate schools, who become applicants for Fulbright and other scholarship awards, and who thus are compared by outsiders with students from other colleges, are perhaps presented by us in a somewhat less favorable light than would be proper. They seem to have "A minus" grades where other students have "A's." I shall ask a committee of our Faculty to give some thought to this point during the coming academic year.

In the following I add in greater detail the records of the various components of our student body of 1953-54. The Fraternity Scholarship Cup has been won again by Alpha Chi Rho with the very creditable average of 80.5, which has been their score for two years in succession. In other respects there has likewise been little change in comparison with the preceding year:

	1952-53	1953-54
Resident	(75.0)	75.0
Non-Resident	(77.3)	78.4
Upperclassmen	(76.7)	76.8
Freshmen	(73.1)	73.1
Fraternity Members	(77.4)	76.1
Non-Fraternity Men	(73.8)	75.7
Married Men	(79.7)	79.0
Single Men	(75.6)	75.8

Fraternity and Club Standings

Alpha Chi Rho	(80.5)	80.5
Alpha Delta Phi	(76.5)	75.9
Alpha Theta	(79.0)	73.6
Delta Kappa Epsilon	(75.7)	73.0
Delta Phi	(75.4)	75.4
Delta Psi	(73.8)	74.0
Pi Kappa Alpha	(78.0)	79.8
Psi Upsilon	(74.2)	74.8
Sigma Nu	(76.5)	74.9
Theta Xi	(75.8)	76.7
Brownell Club	(81.0)	81.9

Although the various averages for 1952-53 and 1953-54 show little change, there was a marked increase last year in the cases of probation and required withdrawal for academic failure. The increase was due largely to a rise in the number of failures among upperclassmen in February. The general average was unaffected, for there was a simultaneous increase in the work of the men on the Dean's List. There were 122 men who obtained Dean's List averages in February and 136 in June. The corresponding figures in 1952-53 were 116 and 140.

ACADEMIC DEFICIENCIES

	<i>1952-53</i>	<i>Probation</i>	<i>Required Withdrawal</i>
February			
Freshmen	27	2	
Upperclassmen	30	8	
June			
Freshmen	17	3	
Upperclassmen	6	9	
Total for year	<u>80</u>	<u>22</u>	
<i>1953-54</i>			
February			
Freshmen	31	7	
Upperclassmen	47	19	
June			
Freshmen	10	4	
Upperclassmen	5	8	
Total for year	<u>93</u>	<u>38</u>	

ACADEMIC CEREMONIES

Convocations were arranged by the Committee on Academic Ceremonies as follows: the Opening Chapel Service, the Matriculation Service, Honors Day, the Baccalaureate Service, and the Commencement Exercises. There were academic processions at the Opening Chapel Service, Honors Day, and Commencement. I commend to you the members of the Committee and, in particular, the Marshal, Mr. John Dando, and the Assistant Marshal, Mr. George E. Nichols, III, for the diligence and the ingenuity which they displayed in the planning and organizing of those occasions.

At the 128th Commencement of Trinity College on Sunday, June 13, 1954, degrees were awarded in the number of 252. Of these, 34 were Masters of Arts, 3 were Masters of Science, 160 Bachelors of Arts, 48 Bachelors of Science. The others were degrees *honoris causa*, as follows: Doctor of Science, 1; Doctor of Humane Letters, 2; Doctor of Laws, 2; Doctor of Divinity, 2. For the first time in the College's history, medals were awarded at the exercises to two distinguished alumni.

STUDENT AFFAIRS

Although most of my contacts with student affairs were more or less indirect and in my capacity as Chairman of several faculty committees, I had the benefit of receiving regularly the wise counsel of Dean Joseph C. Clarke, who continues to have his hand on the pulse of student life. From year to year he leads the student body farther toward his stated goal of greatly increased responsibilities for student government and a concomitant decrease in paternalism on the part of faculty and administrative officers. A case in point is readily noticeable in his successful plan for a system of Junior Advisers. Although I have not asked Dean Clarke for a report concerning matters under his jurisdiction, I cannot refrain from expressing my satisfaction with his stewardship. I commend him to you for the zeal and the patience which he displays in handling student affairs.

The Senate, as the leading student organization, functioned effectively under the presidency of Mr. J. P. Logan. The Medusa was also most helpful in providing leadership and in assuming responsibility. I wish that I had the space available to record the names of those who made such important contributions to the successful year enjoyed by the *Tripod*, the *Ivy*, the *Review*, the radio station, WRTC, the Jesters, the Glee Club, the Atheneum Society, to name a few of our student organizations, of which there were almost forty in existence last year, not counting sports activities.

The fraternities flourished and, on the whole, gave a good account of themselves. It was especially gratifying to observe the time and efforts devoted to social work for the benefit of various local and national philanthropies. Of 138 sophomores who had expressed interest, 125 were pledged to fraternity membership at the end of fall rushing, and were joined by 13 others at midyear. Fraternity men as a whole had a higher grade average than the neutral body.

Apart from the Freshman dances, and the house parties in the fraternity houses, the chief social events of the year were the Sophomore Hop in October, the Military Ball in December, the Junior Prom in March, and the Senior Ball in May. The scene in each instance was the Hartford Club, a pleasant and traditional site for such activities, although some of our larger social events are cramped by not having sufficient space. For such occasions an answer may be provided by the new hotel under construction in Hartford.

FINANCIAL AID FOR STUDENTS

There were 275 applicants for scholarships as of the beginning of the Christmas Term last year, and we were able to make awards to 208 men. In addition, 36 applications for the Trinity Term were received, resulting in 26 further awards. In other words, it was possible to give scholarships to about one fourth of our students and to about three fourths of the men who made applications for assistance. I regret to say that there were deserving applicants whom we could not help at all or at least not to the extent that would have been desirable.

In 1953-54, financial aid for our students was provided by the College in the following ways:

Scholarships	\$87,175	
Tuition Remitted	4,700	\$91,875
Loans		8,111
Bursary Employment		
Library	2,128	
Medical Office	690	
Messengers	1,766	
Office Work	2,749	
Academic Work	10,173	
Chapel	1,972	
Union-Bookstore	1,358	
Junior Advisers	1,680	22,516
Dining Hall—value of meals, estimated		10,000
Fellowships		2,200
Prizes		1,885
Total		<u>\$136,587</u>

Over and above the direct financial aid listed above, the College was instrumental more or less indirectly in obtaining assistance for our students from various sources. For instance, Alumni grants-in-aid amounted to \$4,050. Furthermore, gifts from outside sources for scholarships for Trinity men came to \$5,850, and in many instances such gifts were made available as a consequence of a request originating at the College. Our students earned approximately \$15,000 from work in the various fraternity houses. Then, too, a considerable number of students were helped by the Placement Office to find part-time jobs off the campus. It is estimated that such work resulted in earnings of at least \$50,000.

Although I am aware of no really serious flaws in the administration of our student aid program, it may be that some thought should be devoted to ways and means of coordinating more effectively our supervision of scholarships, loans, and student employment. Scholarship awards are handled by the Scholarship Committee, of which I am Chairman *ex officio*, and are thus connected with the Dean's Office. The Illinois Scholarships are an exception and do not fall in the jurisdiction of the Scholarship Committee of the College. Recommendations regarding scholarships for incoming Freshmen emanate from the Admissions Office but are subject to the Scholarship Committee's approval. Loans are handled by the Treasurer's Office on the recommendation of the Dean's Office, although for the Mead Fund a special committee on which I serve along with several faculty members in the social sciences has been established in accordance with the terms of Mr. Mead's bequest. Student employment is a responsibility of the Placement Office. In actual practice, we have not been running into any difficulties, since the several officers involved in the student aid program confer with one another frequently regarding individual cases. There is a problem, however, with respect to the timing of our efforts. Our scholarship grants are made in June and the student employment work is done principally in the early fall. Thus we do not always consider adequately in June the prospects for bursary em-

ployment during the following year. On the whole, though, I am not dissatisfied enough with our present system, or lack of one, to want to change things from the ground up.

CURRICULUM

Upon the recommendation of the Curriculum Committee, eleven new courses were approved by the Faculty and added to the course of study of the College. The titles are: *Climates of the World*; *The Elements of Geography*; *The Geography of Asia, Africa, and Australia*; *The Geography of Europe and the Mediterranean Area*; *The Geography of Latin America*; *The German Heritage*; *The History of Canada*; *The History of France, 1483 to 1789*; *The History of France since 1789*; *Introduction to Quantum Mechanics*; *Practice in Writing*.

The Committee also recommended and the Faculty voted that we enter the so-called Combined Plan Program of the School of Engineering of Columbia University. Under the terms of the program, a student may spend his first three years of college in a curriculum in the liberal arts at Trinity, after which he is admitted to the Engineering School at Columbia, where he spends his fourth and fifth years. When he has completed successfully five years of work, he receives the B.S. degree from both Columbia and Trinity. This program, of course, does not supersede in any way our joint program with the Rensselaer Polytechnic Institute. It is designed rather to attract students with a different sort of preparation.

Next year, the Curriculum Committee and the Faculty members of our science departments will be asked to consider ways and means of improving the current unsatisfactory situation with regard to our "laboratory science" degree requirement for candidates for the degree of Bachelor of Arts. We require such men to take "one laboratory course in Biology, Chemistry, Geology, or Physics." If they fail to complete the second term of Freshman Mathematics, they must take still another complete laboratory course in one of the subjects just named. Although a few Arts men are qualified to enter somewhat more advanced courses in Chemistry and Physics, most of our Arts students are restricted in their choice to the courses entitled General Biology, Elementary General Chemistry, Introduction to Geology, and Elementary Physics. Those courses are taught in sections, but they do not have room in any given year for all those Arts students who are required to be taking a laboratory science. Last year those courses enrolled about 250 men, many of whom were B.S. candidates rather than B.A. Three quarters of the students at Trinity are registered in the B.A. programs, however, and they are supposed to complete their science requirement by the end of their sophomore year. It is completely impossible for all of them to do so. Last year we had to create an extra section of the Geology course in September in order to take care of Seniors who would otherwise have been unable to qualify for graduation. In the first place, it is undesirable to allow Seniors to be enrolled in elementary courses and furthermore it is only right that we should set up courses in sufficient numbers so that all our Freshmen and Sophomores can meet our requirements early in their college careers.

My colleagues in the sciences, if I understand their complaints correctly, are dissatisfied with two aspects in particular. In some departments, at least, it is felt that there is no opportunity to enlist the interest of men who might eventually become majors in those departments. The Arts men, who will take no further work in the sciences, seem to be cluttering up the elementary courses and squeezing out the prospective science students. The other cause for complaint is perhaps more tenuous, yet it engenders readily considerable vociferousness in our science faculty. A course meant solely or largely for Arts students, or a science course which is popular among Arts students, is subject to attack as a superficial kind of experience. Invidious comparisons of the various science courses are made all too often, I fear, and a real hierarchy of laboratory sciences exists in our minds if not on paper.

It is patent that none of our science departments is or ought to be large enough to handle all of our Arts students, and it follows that the collaboration of our science departments is a prerequisite for the solving of this problem. Furthermore, since it is true that some of our Arts men are being required to take more difficult science courses than other Arts men, there might be a reason for requiring all Arts men to take one and the same course in science. I hope that such a course can be devised, and I have no wish whatsoever for it to be something "easier" or more diluted than the courses now required. It can be produced, however, only by the joint efforts of the members of our faculty in the sciences.

SUMMER SCHOOL AND EXTENSION

Under the capable directorship of Dr. Robert M. Vogel, our Summer School in 1953 and our Extension Division in 1953-54 continued to offer well-conducted and useful programs of study to the community. For the most part, our Extension program is now designed for postgraduate work leading toward the Master's degree. Having noted that the printed records of the College apparently give no registration figures for Extension, I venture to list herewith the September enrollments in Extension during the last eighteen years:

1936-37—325	1942-43—390	1948-49—398
1937-38—342	1943-44—110	1949-50—343
1938-39—372	1944-45—135	1950-51—320
1939-40—370	1945-46—184	1951-52—221
1940-41—420	1946-47—202	1952-53—234
1941-42—505	1947-48—425	1953-54—259

Contrary to what most of us would assume, the highest number of individuals registered in Extension came before rather than after World War II. However, the Extension student body of the post-war years was enrolled in a larger number of courses and included, indeed, many who were carrying five subjects.

Last year's enrollment divided into 227 graduate students and 32 undergraduates. There were 158 men and 101 women, and they carried on the average one and one-half courses per student. We offered in all 26 sections,

which means that the average size of a section was 11.9. There were 23 teachers in the Extension, 14 of whom were members of our regular Faculty.

There has been a steady decline in recent Summer School enrollments:

<u>1949</u>	<u>1950</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>
401	437	412	342	297

Apparently we reached the nadir in 1953 and there is reason to believe that the trend will either level off or turn upward in the future. For the 297 students in the 1953 Summer School we offered 28 courses in each term, the average section having a size of 11.4. Two hundred and thirteen of the students were men, 84 were women. The school which they had last attended before entering our Summer School was: Trinity, 52; Trinity Extension, 56; secondary school, 2; other college, 187, a category which includes a total of 70 institutions.

REPORT OF THE MEDICAL DIRECTOR

College Health Service, 1953-54

The Medical Director presents the annual report of the Health Service activities for the college year 1953-54.

During the year we were fortunate in not having any epidemic outbreak of "flu" or gastro-intestinal disorders. Many students were seen with mild upper respiratory infections and in the fall and spring differentiation from allergic rhinitis (hayfever category) was difficult. The intestinal disorders were primarily due to dietary indiscretions and dining in various places off campus.

A list of the various conditions and diseases seen includes dermatitis due to various agents, infectious mononucleosis, infectious hepatitis, appendicitis, measles, chicken-pox, mumps, conjunctivitis (non-contagious), "shingles," acute tonsillitis, hives, asthma, allergic rhinitis, gastro-enteritis, and abscessed or impacted wisdom-teeth.

Two cases of mild concussion were seen and one of peripheral neuritis with marked muscular weakness was hospitalized.

Statistically there were as many office calls by students as during the preceding year. Of the resident students 136 were excused for 164 absences totalling 500 days; of the non-resident students 93 were excused for 190 absences totalling 403 days. With the non-resident students the predominating illnesses were "upset stomachs" and mild upper respiratory infections. More students had trouble with wisdom teeth with need for extraction than any previous year. An interesting observation is the trouble occurs more often during mid-year and final examinations.

For the ROTC 50 small-pox vaccinations were done with 150 typhoid and 114 tetanus toxoid inoculations given to men going to summer camp.

FRANCIS L. LUNDBORG, M.D.
Medical Director

REPORT OF THE DIRECTOR OF PLACEMENT

The following is excerpted from the excellent report of the Director of Placement and summarizes the chief topics treated therein:

The Class of 1954 included 183 seniors who were in College during the Trinity Term; others who received degrees in June were of previous classes.

The following statistics show the present disposition of these 183 seniors:

Admitted and going to graduate schools in September	43	23.5%
Applications to graduate schools pending	12	6.5%
Graduates employed at present	38	20.8%
Going into Military Service within next few months	80	43.7%
Still having interviews	5	2.8%
Temporarily employed—undecided about plans	3	1.6%
No information available	2	1.1%
	183	100%

JOHN F. BUTLER
Director of Placement

REPORT OF THE DIRECTOR OF ATHLETICS

Intercollegiate Athletics

The intercollegiate sport record at Trinity College this year is almost identical to the 1952-53 season. The varsity record of victories was 62%, compared with 65% for the previous year; the freshman records were the same at 70%.

In the major sports, the football team won four straight contests, then lost to the U. S. Coast Guard Academy 14-25, to Amherst 14-20, and to Wesleyan 7-12. In the final game, the team made the longest trip in Trinity football history, traveling to the University of the South to play our sister institution at Sewanee, Tennessee, winning by a 32-20 score.

The soccer team enjoyed a very successful season, winning 6, losing 1, and tying 1, giving them third place in the 21-team New England Intercollegiate Soccer League. Trinity had the unusual distinction of placing two of its players on the All-American Soccer Team, Neil S. Mutschler and Winfield A. Carlough, Jr.

In basketball the team had a winning record of 11-5. The features of the season were the overtime victories scored against Tufts and the University of Vermont, plus a new Trinity scoring record of 40 points set by Co-Captain Charles Mazurek.

The swimming team won 6 of 8 meets, and the track team 4 out of 6. The track season was highlighted by a fine performance in the mile run. George R. McCanless, Jr. set a new Trinity record in this event.

The only major sport team to lose more than 50% of its contests was varsity baseball which had a 7-8 record.

The freshman baseball team enjoyed an undefeated season, while the varsity tennis team lost only one match, having a 5-1 record.

There was considerable interest shown in two sports listed as "informal." The lacrosse and fencing teams each won 4 of 7 contests. In addition, the fencers won first place in a five-team college tournament.

Intramural Athletics

Increased interest and participation in the intramural program was evidenced during the year. The winner of the prized Alumni Trophy, which is awarded the organization scoring the most points in the eleven-sports program, was not decided until the last contest in the spring, which was the golf tournament. Sigma Nu finally edged out Alpha Delta Phi and Alpha Chi Rho.

The College squash racquets championship (Newton C. Brainard Trophy) was won by Michael A. Morphy.

The College tennis championship (Horace G. Cleveland Award) was won by William N. Booth.

The Walker Award for low medalist in the intramural golf tournament was won by Donald T. Law.

Required Physical Education

Two years ago the required physical education program was reduced from three years to two years. Under the old plan, the third year credit was for intramural sports participation. It was felt that this participation in intramural sports should be on a voluntary basis rather than a required part of the program. The amount of intramural participation this year seems to indicate that with a sound two-year required physical education program, students will voluntarily participate in some sport in their junior and senior years.

In the two years' required program, the emphasis has been on developing interest, knowledge and skill in sports which have a lifetime carry-over value, with the objective of preparing Trinity students for a sensible approach to physical fitness.

RAY OOSTING
Director of Athletics

VETERANS

The Veterans' Counselor reports as follows about the veterans enrolled last year:

In the Summer Session of 1953 the following enrollment of veterans occurred:

Public Law 346 and 16—23
Public Law 550 — 9

For the academic year 1953-54 the following enrollment of veterans occurred under the respective Veterans' laws providing educational benefits:

	<i>Public Law 346</i>	<i>Public Law 894</i>	<i>Public Law 550</i>
<i>Christmas Term</i>			
Regular College	4	2	35
Evening Division	25	—	10
<i>Trinity Term</i>			
Regular College	4	2	39
Evening Division	23	—	11
<i>Summer Term</i>			
First Term	10	2	25
Second Term	7	2	31

Public Law 346 is the old "G. I. Bill" resulting from World War II. All who are registered under this bill after 1951 must remain in continuous attendance until entitlement has been used up, unless he is recalled to military service or must absent himself because of illness. The required continuous attendance under this law contributes to the comparatively sizable enrollment of these beneficiaries in the Evening Division.

If, after having begun study under P. L. 346 a student interrupts his studies or has them interrupted by other than illness or recall to military service such interruption is immediate cause for having all remaining educational benefits cancelled.

Bona fide teachers are permitted under P. L. 346 regulations to pursue their remaining educational entitlement in discontinuous fashion. This may be done only after the college has obtained from an authorized school official a certification that the veteran is a teacher. This feature of the law accounts largely for the greater enrollment of P. L. 346 veterans in Summer School than in the regular college.

Public Law 894 contains the provision for the educational rehabilitation of Korean veterans. It is therefore comparable to the old Public Law 16 which has now been terminated.

Public Law 550 represents the "G. I. Bill" for the Korean War. The comparison between the enrollment under Public Law 346 and Public Law 550 represents the shift in the demand for educational benefits from veterans of World War II who are now using up their entitlement and veterans of Korean and subsequent military service who are returning to their college education or who are taking it up for the first time.

The final period of operation of the Public Law 346 is especially important because of the financial liability to the College. In respect to the records maintained under Public Laws 346, 894 and 550, the General Accounting Office of the Comptroller General's Office has conducted two complete examinations of our record keeping—one at the end of the academic year 1952-53 and another upon completion of the academic year 1953-54. In addition, satisfactory spot-checks during the year have been conducted by the Veterans' Administration.

During the academic year this office assisted the Selective Service System

by administering the Selective Service College Qualification Test to students as follows:

November 19, 1953— 60
April 22, 1954 —140
May 22, 1954 — 18

In addition, the Strong Test was administered to the Freshman Class during Freshman Week. The results were available before the mid-term marking period, and with the assistance of Mr. Peelle's office, those students failing more than two courses were interviewed to determine the reasons for failure. It is believed that the use of the Strong Test has helped us in guiding students, in promoting educational efficiency, and in saving income for the College.

JOHN E. CANDELET
Veterans' Counselor

A PARTIAL LIST OF PUBLICATIONS OF THE FACULTY

- J. Wendell Burger, J. Pierpont Morgan Professor of Biology—*The General Form of Circulation in the Lobster, Homarus*. J. Cell. & Comp. Physiol. 42: 369-383; *Excretion in the Lobster, Homarus*. Bull. Mt. Desert Island Biological Laboratory, 1953: 37-39; *The Effect of Photic and Psychic Stimuli on the Reproductive Cycle of the Male Starling, Sturnus vulgaris*. J. Exp. Zool., 124: 227-240; *The Relation of the External Environment to Reproductive Periodicity in the Male Starling, Sturnus vulgaris*. Yearbook Am. Phil. Soc., Phila., 1953: 140-141; Several annotations: U. S. Quarterly Book List, Library of Congress, Washington, D. C.
- Kenneth W. Cameron, Assistant Professor of English—*Ralph Waldo Emerson*, New Century Encyclopedia of Names, 1954; *Indian Superstition by Ralph Waldo Emerson with a dissertation on his Orientalism at Harvard*, Dartmouth College in collaboration with Cornell University Press, 1954.
- Michael R. Campo, Instructor in Romance Languages—*Gian Battista Giraldis Hecatommithi*, Trinity College Library Gazette, April, 1954; *Mattino domenicale: an Italian translation of Wallace Stevens' "Sunday Morning" and other poems by Renato Poggioli*, Trinity Review, May, 1954; *Naked Masks: Five Plays by Luigi Pirandello in translation*, Modern Language Notes, May, 1954.
- F. Woodbridge Constant, Jarvis Professor of Physics—*Theoretical Physics—Vol. 1. Mechanics of Particles, Rigid and Elastic Bodies, Fluids, and Heat Flow*, Addison-Wesley, Cambridge, 1954.
- Norton Downs, Assistant Professor of History—*Two Unpublished Letters of Sir Walter Scott*, Modern Language Notes, LXIX. 4, April, 1954, pp. 247-249.
- Hans F. Frese, Assistant Professor of German—*The Historical and Cultural Background of the Times*, published by the College in a booklet for the exhibit of German Graphic Art of the 15th and 16th Centuries, October, 1953; *Foreign Languages in Today's Education*, Trinity College Bulletin, December, 1953.
- T. L. Hood, Associate Professor of English—*Browning's Hellenism*, Trinity College Library Gazette, No. 1 (April, 1954), pp. 13 ff.
- Paul W. Kurtz, Instructor in Philosophy—Reviews of John A. Irving's "Science and Values," October, 1953, Robert A. Nisbit's "The Quest for Community," December, 1953, A. Campbell Garnett's "The Moral Nature of Man," May, 1954, Journal of Philosophy; Marion J. Levy's "The Structure of Society," September, 1953, Ben Kimpel's "Faith and Moral Authority," March, 1954, Harold Osborne's "Theory of Beauty," March, 1954, Philosophy and Phenomenological Research Journal.

- Walter D. Leavitt, Assistant Professor of Romance Languages—Pd.D. Thesis: *The Position of the Object Pronouns in Old Spanish: A Contribution to Medieval Syntax*. Degree received June, 1954.
- Richard K. Morris, Assistant Professor of Education—*The Blind Spot in Education*, Educational Theory, October, 1954; Book reviews in the *Hartford Courant*, 1953-54.
- Dwight F. Mowery, Jr., Assistant Professor of Chemistry—Co-author of "Chromatographic Adsorption. III. Investigation of the Isomer Distribution during Fischer Methyl D-Galactoside Formation," *Journal of American Chemical Society*, Vol. 76, pp. 4103-6, (1954); "A Direct Measurement of Hair Softening at Various Relative Humidities," *Textile Research Journal*, Vol. 24, pp. 711-715, (1954).
- James A. Notopoulos, Hobart Professor of Classical Languages—*Two Notes on Shelley*, *Modern Language Review* 48 (1953), 440-443; *Shelley's 'Disinterested Love' and Aristotle*, *Philological Quarterly* 32 (1953), 214-217; *The Introduction of the Alphabet into Oral Societies*, *Festschrift for Prof. S. Kyriakides*, Society of Macedonian Studies Publications, Salonika, 1953, pp. 516-524; *Report on Grant No. 1471 (1952)*, The American Philosophical Society Year Book 1953, pp. 249-253; *Review of E. R. Dodds' The Greeks and the Irrational*, *Classical Journal* 48 (1953), 273-279.
- Richard Scheuch, Assistant Professor of Economics—*Time for Incentive Plan for Building Labor*, *Engineering News-Record*, Vol. 151, No. 12 September 17, 1953, pp. 27-28; *Incentive Systems in the Building Trades*, Trinity College Research Report, 1953 (Mimeographed); Abstract of Ph.D. dissertation *The Labor Factor in Residential Construction*, *Dissertation Abstracts*, Vol. XIII, No. 4, pp. 492-493; *Labor Policies in Residential Construction*, *Industrial and Labor Relations Review*, Vol. 6, No. 3, April, 1953, pp. 378-382.
- Robert H. Smellie, Jr., Associate Professor of Chemistry—Co-author of "*The Electrokinetic Properties of Dilute Monodisperse Sulfur Hydrosols*," *Journal of Physical Chemistry*, Vol. 58, pp. 583-591, (1954); Co-author of four papers presented at the National Meeting of the American Chemical Society, New York, N.Y., September 14, 1954; Reports to Atomic Energy Commission as research associate.
- Andrew H. Souerwine, Instructor in Psychology—*Relationships Between Parents and Sons on Authoritarianism*, Ph.D. Thesis, degree received June, 1954; *The Effects of Role Playing on the Social Atmosphere of a Small Group of Sixth Grade Children*, *American Psychologist*, August, 1954 (Abstract). Senior author with K. L. Conway.
- John C. E. Taylor, Associate Professor of Fine Arts—*Representative Artists of the Period and their Meaning for us Today*, published by the College in a booklet for the exhibit of German Graphic Art of the 15th and 16th Centuries, October, 1953.
- D. G. Brinton Thompson, Northam Professor of History—*Review of "Portraits Etched in Stone" by David de SolaPool*, *Mississippi Valley Historical Review*, Vol. XL, No. 3.

All of which is respectfully submitted,



ARTHUR HOWARD HUGHES
Vice President and Dean

Trinity College
August, 1954